

**FINANCING AND SUSTAINABILITY OF PRIVATE
SECONDARY SCHOOLS IN UGANDA:
A CASE STUDY OF MBARARA MUNICIPALITY**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF MASTER OF EDUCATION IN
POLICY, PLANNING AND MANAGEMENT
OF KYAMBOGO UNIVERSITY**

JANUARY, 2011

DECLARATION

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DEDICATION

This piece of work is dedicated to my father Edward Bahwitima, my wife Christine Mugume and my children, Janice, Winnie, Maxwell and all those in the teaching profession for their self sacrificing. It is also in memory of my beloved mother Kyomugisha Ketti

ACKNOWLEDGEMENTS

I am profoundly grateful to all who made useful suggestions and comments for the improvement of the original research work. Special thanks go to my supervisor Sr. Dr. M.G. Kaahwa (DST) for her unparalleled professional guidance and advice during the entire research process. I gratefully acknowledge the several authors for their contributions in enhancing the quality of the report.

My gratitude goes to Kyambogo University for according me an opportunity to undertake this course, amidst tight schedule of my job demands. To all my lecturers Dr. J.C Enon, Dr. Kamukama, Mr. E.R. Ntare, Mr. P. Owino, Mr. Mukwenda, Late Kateshumbwa E., Dr. Barifaijo, I am greatly indebted for their constant and motivating advice.

Last but not least, I thank Christine, Juliet, my children: Winnie, Janice, Maxwell and my extended family for bearing with me the social and financial sacrifices made during my studies, amidst overwhelming challenges.

ACRONYMS

MoE & S	Ministry of Education and Sports
USE	Universal Secondary Education
UNESCO	United Nations Education, Scientific and Cultural Organization
UPE	Universal Primary Education
BRMS	Basic Requirements and Minimum Standards
NRM	National Resistance Movement
IMF	International Monetary Fund
NRA	National Resistance Army
CCM	Chama Chamapenduzi
UK	United Kingdom
PLE	Primary Leaving Examination
N.G.Os	None Government Organizations
L.C.S	Local Councils
KYU	Kyambogo University
SSP	School Science Project

ABSTRACT

This study investigated how private proprietors raise funds and variables associated with financing, and sustainability of private secondary schools in Mbarara Municipality.

The study was guided by the following objectives.

- The sources of finance and influence on the growth of private secondary schools.*
- The opinions of proprietors, administrators and teachers on the sustainability of private secondary schools.*
- The expectations of entrepreneurs from their private secondary schools.*

A total of 209 participants were involved in the study comprising of 14 proprietors, 14 Head teachers and 181 Teachers. Data was collected from private proprietors using unstructured interview guide that captured verbal responses under four subsections. Head teachers and teachers were administered a separate questionnaire each with four sections with both semi- structured and unstructured open- ended questions. Quantitative data generated by questionnaires was scored and coded. Frequencies and percentages were generated and χ^2 (chi-square) was used to test the hypotheses. Proprietors were interviewed and data was analyzed qualitatively basing on emerging themes. Findings indicated that men head teachers perceived the source of capital and growth of the private secondary schools more positively than female head teachers do. Opinions of proprietors, head teachers and teachers regarding growth and sustainability of the schools did not differ significantly and neither did entrepreneurs' expectations from stakeholders. It is concluded that for these private schools to grow and sustain them, collective views of stakeholders should be harmonized, gender disparities should be bridged and the schools should be optimally funded. It is recommended that private

secondary school proprietors should generate more funds and vary their different sources of income for their schools to grow and sustain themselves. The government of Uganda should apportion more funds to the private Education sector so as to attract other schools to join the partnership. Close monitoring and supervision of the existing schools should be put in place so as to maintain standards.

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CHAPTER ONE: INTRODUCTION

1.0 Background of the Study

Three decades ago, the notion of private individuals owning schools in Uganda was an alien idea. Throughout the pre-colonial period in this country and other African states, formal education was in the hands of religious organizations and voluntary agencies under the general direction of colonial governments. Missionary organizations spearheaded the provision of education. They were responsible for policy implementation in their respective denominations.

As Mafabi et al, (1993): 58 has stated:

“Before 1927 there was no law regulating the provision and conduct of education in Uganda. The path to development in education was not clearly chartered. This often led to conflicting purpose and objective. It was after the promulgation of education ordinance, 1927 that the provision, running and development of education began to be guided and streamlined.”

This means that prior to 1927; education in Uganda was run according to the interests and sometimes the whims of founding bodies that were mainly religious bodies. Secondary schools like Kibuli SS belonged to the Muslims, while Kings College Budo was for Protestants. Namilyango College was started by the Catholics in 1901 and St Mary’s College Kisubi. The schools were run and funded privately by those religious groups with meager financial assistance from their home governments and African churches. (Ssekamwa & Lugumba, 2001).

Financing in this research meant provision of adequate money, material and personnel that made schools to expand in enrolment, infrastructure and withstand (sustainability) recurrent problems of survival.

According to Mafabi et al, (1993), The law was used to define areas of state mission cooperation in education between 1927 and 1963. Thereafter the newly independent state of Uganda put in place legislation to assume direct control of all schools in the country. By 1942 government grants to Anglican schools were running at £ 800 - £ 900 a year. The mission wanted a lot more financial help to run the activities of the school and their effective management.(Ssekamwa, 1997).

Gordon (1971), further highlights the financial resource constraints in schools by quoting Phelps – Stokes Commission that visited Uganda in 1924 to assess the educational needs of the country. He states that whereas the commission praised the missionaries and commended them for establishing schools in almost all the districts in Uganda, it lamented about the lack of supervision and financial support from the Government. This implies that school administrators had to find ways of managing and sustaining the growth of their schools.

This is in agreement with Kajubi (1991), that education which was controlled solely by missions in cooperation with local chiefs needed government participation through supervision and financial assistance to control the efforts of missionaries. The Phelps – Stokes Commission's findings led to the establishment of the Department of Education with a Director and the introduction of reforms which gave birth to independent, private education (Johns, 1925).

According to Musaazi (1983), it is clear that for private secondary schools in Uganda to function effectively, they have to have money enough to buy textbooks, establish new buildings, pay teachers' salaries, buy

equipment and maintain other services that are required by a school to carry out its basic functions. Researchers such as Sadker (1997), stated that an annual poll of perceived problems facing public schools in America revealed that lack of financial support was the most frequent issue facing both public and private schools. He cited sources such as tuition fees, capitation grants, donations and even parents' contributions in kind plus personal savings as major sources of financing private schools.

Sadker and Sadker (1997), further contend that few things in life seem as colorless and inspiring as financial tax rates and school budgets. They assert that it is easy to forget that behind these numbers are learners whose lives are shaped and sometimes destroyed by the impact of educational funding.

According to Seeley (1995), in any political system the politically disadvantaged are less able to defend their interests and less likely to benefit from government than those who have the power to control its policies for their own benefits. He asserts that this is true with the financing of education in a sense that the very poor in society have low quality schools provided for their children.

Some proprietors start schools with inadequate funding and expect parents to contribute basic needs like desks, beds, slushers, reams of paper, chalk and cement as if they are shareholders. (Bray and packer, 1993).

This phenomenon is typical in Ugandan private secondary schools that mushroomed during the 1980's in the recovery and reconstruction period after the downfall of President Idi Amin Dada. Successive governments encouraged religious organizations, individuals, and communities to start private secondary schools and strengthen private education. In addition to mobilizing resources, classrooms, laboratories, and libraries

were put up. This new policy orientation, after a period of stagnancy and decline, laid emphasis on day schools than boarding ones so as to accommodate the surging numbers of students. As Obote (1969), stressed, the emergence of secondary education and Sustenance will accelerate production-oriented curriculum, a view held by many stakeholders. Self-reliance efforts could see private education grow and supplement government efforts in the provision of knowledge although some of the private secondary schools have had to close due to lack of adequate resources and stiff competition.

Private Secondary Education in Mbarara Municipality is as old as the Municipality itself. Originally, Indians who constructed buildings furnished them and worked as teachers dominated it. In 1972 when President Amin chased them, indigenous Ugandans took control of those private secondary schools but failed to renovate them, or inject more money in their development.

When the NRM Government came to power in 1986, majority of secondary schools were public institutions. However, with liberalization of education, a number of private secondary schools have sprung up and are privately initiated, funded and sustained (Museveni, 1997). These private Schools have shaped the outlook of Mbarara Municipality, modern structures have been put up, have created employment to town residents, children no longer travel long distances to traditional schools and have created stiff competition with Government grant aided schools in academic excellence.

Establishment of private education institutions in Uganda is guided by education policy (Education Act 2008). Its location and curriculum coverage ought to address societal challenges without compromising government policy in all Secondary Schools.

Establishment and running of such private secondary schools should not be exploitative to parents, students and proprietors.

Private Secondary schools in Mbarara Municipality resemble those established else where in Uganda (Yiga, 1992). Some of these private schools lack basic necessary facilities such as modern science laboratories, libraries, textbooks, furniture and sometimes teachers. Some private investors start schools in rented premises without basic minimum standards. They expect parents to bring along with learners in addition to tuition, bags of cement, iron bars, textbooks, deckers, and slashers.

Belfield (2000), contends that this problem is probably attributable to lack of sufficient funds that in turn lead to poor academic performance and school dropouts. This situation is made worse if there is a government school in the neighborhood offering Universal Secondary Education (Kalungi, 2006). Probably this could be attributed to many factors. In light of the above therefore, the research set out to investigate how private secondary schools obtain finances to sustain their growth.

1.1 Statement of the Problem

The liberalization of education in Uganda has led to the creation of many education institutions especially private secondary schools with a significant contribution in the provision of secondary education by increasing access, capacity, provisions of employment and infrastructure development. Though private secondary schools are significant, they are not funded by government and lack structures, qualified staff, instructional materials prompting some of them to become business enterprises by overcharging parents. This is supported by Kahuma (1988), who states that all the required financial resources in secondary schools in Uganda is beyond the

capacity of private proprietors creating numerous financial problems, which affect provision of education activities and services. It is not known of how proprietors raise funds and sustain their private schools financially. This study researched on how private secondary schools are financed to growth and how they become sustainable in Mbarara Municipality

1.2 Purpose of the study

The purpose of the study was to establish how private proprietors raise funds for sustainability of privately owned Secondary schools in Mbarara Municipality.

1.3 Objectives of the study

The study sought to establish:

- i. The sources of finance and influence on the sustainability of private secondary schools.
- ii. The opinions of proprietors, administrators and teachers on the sustainability of private secondary schools.
- iii. The expectations of entrepreneurs from their private secondary schools.

1.4 Research Questions

The following research questions were answered by the study:

- i. What are the sources of finance for funding private secondary schools in Mbarara Municipality?
- ii. What are the opinions of proprietors, administrators and teachers on sustainability of these privately owned secondary schools?

- iii. What are the benefits entrepreneurs expect to desire from their schools and how are the schools managed and sustained financially?

1.6 Hypotheses

The following hypotheses were formulated:

- (i) There is no difference in the levels of perception of men and women head teachers regarding source of finance and sustainability of private secondary schools.
- (ii) Opinions of proprietors, head teachers and teachers on the growth and sustainability of private secondary schools do not differ.
- (iii) There is no difference between male and female entrepreneurs regarding expectations from stakeholders on the growth and sustainability of private secondary schools.

1.7 Significance of the study

- The research findings will enable Private school proprietors and managers to formulate policies and programmes that strengthen continued growth and sustainability of private secondary schools.
- The research findings will help stakeholders to fully understand how private Secondary schools obtain their funds to manage education programs.
- The Ministry of Education and Sports officials will be further enlightened on the state of funding of private secondary schools. They might evolve policies that can attract funding from government and non-governmental organizations (NGO's) in order to improve on the infrastructure of these schools. Issues raised in this study are likely to add to the

related research work done elsewhere in the world to benefit those involved in planning, managing and directing private education sector. Similarly, district stakeholders such as Chief Administrative Officers (CAOs), District Education Officers (DEOS), District Inspectors of Schools (DIS), Local councils (LCs) might, after reading this work lobby politicians for funding the private education sector.

- Individuals willing to invest in private secondary education might be encouraged to increase the level of investment in this sector, thereby improving the lives of communities where these schools are located. The communities where the schools are located will benefit by selling foodstuffs and other items for the smooth running of the schools. In particular, secondary school investors in Mbarara Municipality will benefit after reading this study and appreciate better challenges of mobilizing funds for erecting and sustaining private secondary schools. Finally, it is expected that the study will address administrative and management judgment errors currently noticed in some private secondary schools and suggest possible remedies to some of the most pressing finance related problems.

1.8 Scope of the study

This study was conducted in Mbarara Municipality in 14 private secondary schools out of the existing 18. A random sample was selected from the following schools: Kent Foundation, International Window Girls School, St. Anne's V.S, Mbarara College, Ankole Green College, Manji Memorial Academy, Sentah College, Booma International School, St. Josephs Vocational, Mbarara Central High School, Brebar High School, Ngabo Academy, Eden International, Alliance High School, Shuhadae

Islamic, Hall Mark High School, Vienna High School and Mbarara Modern. It included schools which are community based, religiously founded and those schools set up by private individual entrepreneurs.

The study targeted the following respondents: private secondary school entrepreneurs, head teachers and teachers. These participants were zeroed on because they were mostly affected in raising funds for running secondary schools. Parameters for measuring sustainability given their resource mobilization and utilization were set and conclusions drawn.

1.9 Theoretical review

The theoretical framework adopted for this study has been derived from the systems theory of organizations developed by Ludwig Von Bertalaffy (1950s) as cited by Oso and Onen (2005). The theory as cited by Mc Namara () where he has shown that contemporary theories of management tend to account for and help interpret the rapidly changing nature of today's organizations financial environments.

A system is a collection of parts unified to accomplish an overall goal Passi (1996), If one part of the system is removed, the nature of the system is changed as well. For example when you remove a carburetor from a functioning car, you will no longer have a coordinated system . A system can be looked at as having inputs, processes, outputs and outcomes.

According to him, systems share feedback among each other. The systems theory postulates that schools are like other open systems which of necessity engage in various modes of exchange with the environment Best & Kahn, (1986).

The theory emphasizes the consideration of the relationship between the school and financial environment as well as what goes on with in

the school that sustains its growth Bell (2005), The systems theory is basically concerned with the constant problems of relationships, structure and interdependence, rather than with the constant attributes of subjects Mc Gregor (1960), In this study, the systems theory will hold that different sources of finance influence sustainability of private secondary schools.

Taylor cited by Pasii, Odur & Kibuka (1996), have shown that contemporary theories of management tend to account for and help interpret the rapidly changing nature of today's school system. According to Mc Gregor (1960), the classical management theories influence internal efficiency of private schools and leads to growth when the source of funds is certain, it influences all teachers to work with one heart and in one direction, to achieve a common objective. It also influences staff selections and trainings - getting the right people in the right positions to do the right work, thus improving their efficiency, school performance and growth (Mande , 2006).

In this case, finance includes tuition fees paid by the students, shareholder's savings, donations, grants, loans and contributions in kind by parents (Meisinger, 1984). This helps schools expand in physical infrastructure like classrooms and laboratories (Odaet, 1986). In the course of establishing and running private secondary schools, entrepreneurs encounter problems like failure by some students to pay school dues, heavy taxation by government, lack of committed teaching staff and poor school administration John (1925).

1.9.1 Conceptual Framework

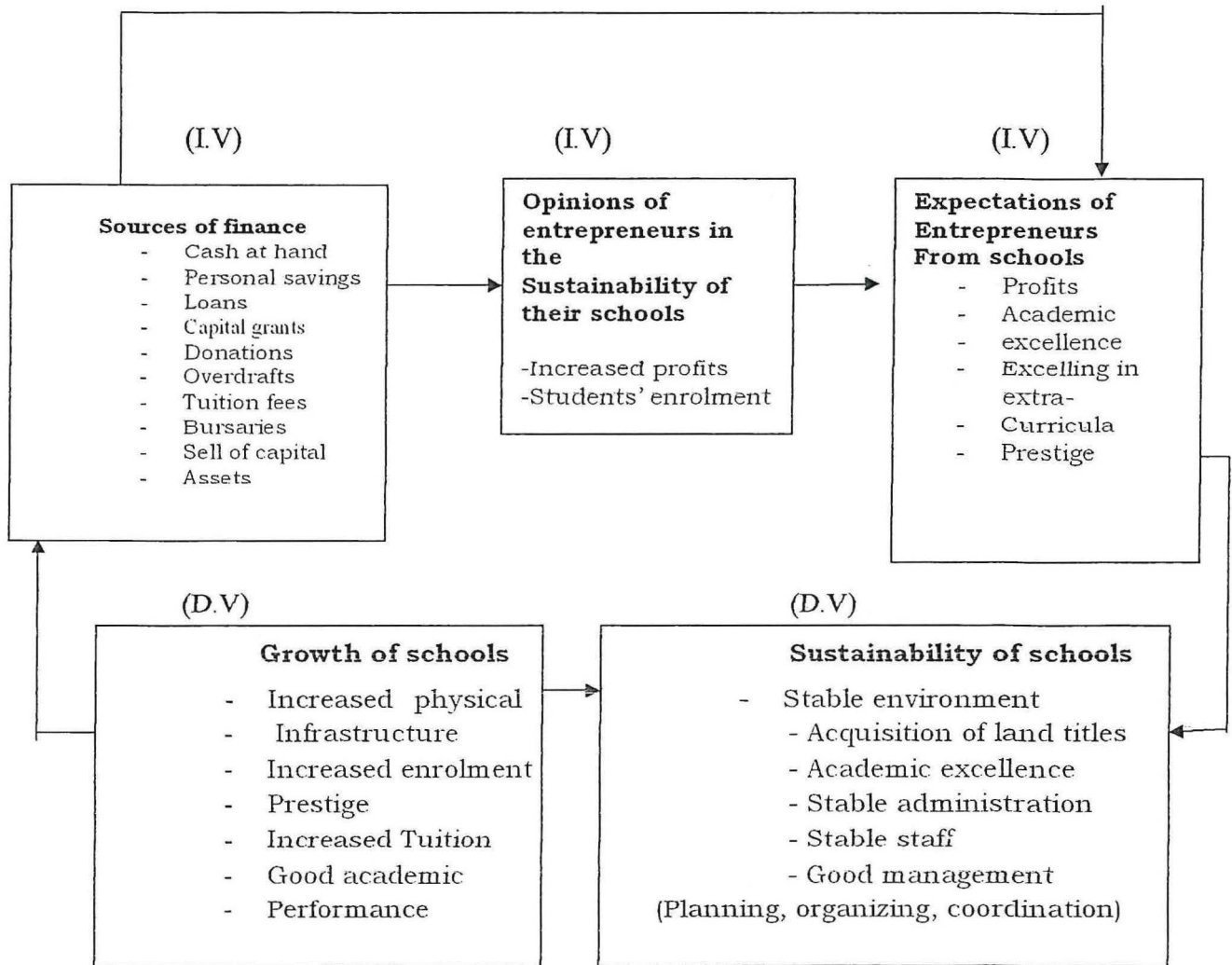


Figure 1: Financing, and Sustainability of Private Secondary Schools in Mbarara Municipality

Source: Researcher's conception basing on literature review and systems theory.

Figure 1 shows how different source of finance (I.V) and opinions of entrepreneurs affect the sustainability (D.V) of private secondary schools through improved infrastructure, prestige, enrolment and improved academic attainment. In addition, private entrepreneurs are stimulated to inject more funds, earn profits and make a name by their schools excelling academically and in co-curricular activities. This sustains growth, stable staff and good learning environment and management.

1.9.2 Definition of operational terms

- Financing; Means Money raised to start Private Secondary schools.
- Sustainability; Means ability to stand on its own without Support.
- Mbarara Municipality; Means Chosen Study area.
- Proprietors; Means People who start private secondary Schools.
- Growth; Means Expansion.

- Teachers; Means qualified people who teach in private Secondary schools.
- Head teachers; Means qualified teachers who head private secondary schools (administrators).
- Private Secondary Schools; Means schools started by Proprietors.
- Opinions; Means people's thinking.
- Research; Means the study carried out.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the available literature on the subject and emphasis is put on sources of finance for private Secondary schools, opinions of stakeholders on sustainability of these schools and expectations of entrepreneurs from stakeholders with regard to the growth of private secondary schools.

Private secondary schools are growing rapidly in sub-saharan Africa. (<http://nces.ed.gov/2002>). Private schools are owned and governed by entities that are independent of any government control, typically religious bodies or independent boards of trustees. They also receive funding primarily from non-public sources, tuition payments and other sources such as foundation bodies, alumni or other private donors. In Mbarara Municipality, a total of 18 private secondary schools exist but this research did not focus on all of them; it focused on only 14 sampled schools.

2.1 Sources of finance and influence on the sustainability of private secondary schools

In Uganda most private secondary school proprietors obtain finances from their accumulated savings and bank loans. In a research carried out in Malawi by the World Bank (2003), it was reported that the development of education is determined largely by macroeconomic and demographic conditions. The study further revealed that through the 1990s, Malawi's economy grew by 3% or less than 1% above population growth. The study showed how poverty affected Malawi's investment in education and knowledge in such a way that even after the declaration of

universal primary Education (UPE) in 1994, parents were still asked to cost – share. This encouraged the private sector investment in education to grow and provide parallel education (Keith, 2006).

Meisinger et al., (1984), asserts that the world and national economy affects school financial resources. He contends that between 1977 and 1990's the world experienced an economic recession that impacted negatively in all institutions of learning. He further states that this encouraged mushrooming of private education institutions as a parallel alternative to government grant aided schools

Farrant (1980), stated that management deals with financial, human and material resources. Campbell, Nystrand and Usdan (1985), opined that financial resources affect school activities. They further state that inadequate funds often lead to larger classes for teachers, inadequately stocked library, scanty instructional supplies, poor building construction, inadequate guidance and counseling, health services and hiring of poorly trained teachers and administrators. They further argued that opinion of stakeholders like teachers, administrators, proprietors on the sources of finance and how it is utilized and managed directly impact on the quality of the school education activity.

Bishop (1985) argues that there is a relationship between financing and sources of finance that support school activities. School stakeholders view the need for constant reform to curriculum for posterity but insufficient money cannot allow this to be implemented. Frequent curriculum changes due to changes in time are not sustainable. He further reports that regional conferences on education for Africa convened by UNESCO in Nairobi in 1968 and for Arab states in Marakesh in 1970 noted that lack of finance constituted one of the major constraints on the expansion, improvement and sustainability of education for both public and private schools. If the sources of finance

for proprietors is not certain and consistent, teachers will be motivated to move to government schools to make more money.

This is what Nyerere (1967), also observed. The ruling party, Chapa chamapenduzi (CCM) recognized the constraints placed on education programmes by insufficient and limited financial resources. He lamented that financial constraints could not allow Tanzania to put up enough government secondary schools to absorb primary school leavers. Tanzania ultimately came to the realization that liberalization of education was necessary to allow private investors in education supplement government effort.

Some proprietors, teachers and administrators think that without enough finance, practical subjects are impossible to teach. This is common in private schools without laboratories. Because of lack of laboratories, science lessons remain abstract theoretical and not appealing to students. Thus stifles their skills and creativity.

Okello and Ochieng (1996), state that implementation of curriculum requires a lot of money and lack of funds has forced the government of Uganda to drop the much publicized school science projects. Their opinion was that discovery methods stressed more practical oriented lessons in laboratories that required a lot of equipments, chemicals and qualified laboratory technicians that required a stable source of finance. These were lacking in most schools.

Entrepreneurs, administrators and teachers believe that schools without enough sources of sustainable finance cannot attract and retain good teachers. Webb, Greer, Meatello and Norton (1987), vindicate the above opinion. They further argue that inadequate financing of private schools was ranked the highest factor as far as running of schools was concerned. They also stated that low salaries paid to teachers make them move from school to school thus adversely affecting their parent

schools. This was because teachers' pay does not measure considerably with those paid by other sectors. Some schools have closed because of the failure to attract enough qualified teachers to handle the curriculum (Keith, 2006).

Bell (1987), stated that salaries for teachers should be competitive, market sensitive, and should be performance based. He further contends that low in-take to teacher training institutions is linked to limited financial resource base in that when private secondary schools pay poorly, teachers will be frustrated and not willing to train. This is likely to have a deleterious effect on the children they teach, as they are likely to hate the teaching profession.

Research conducted in the UK by (Layfield *et al.*, 2003), revealed that a relationship exists between opinions of entrepreneurs, administrators and teachers as regards the sustainability of private schools. They state that 3,992 posts were phased out and 80% of these posts were due to insufficient capital to bolster classroom expansion, acquire furniture for learners, establish state of the art libraries, and laboratories and motivate staff and sustain schools.

In Uganda Wosita (2005), noted that some private school proprietors alleged lack of enough finance to sustain secondary schools due to low admissions; he reported that out of 35,082 qualifying candidates to join university in 2005, 31,000 would miss funding by government. The situation is worse in private universities, which charge very high fees for their programmes in order to sustain their existence.

Kitatta (2005), reports that financial resources affect academic performance. Kabona (2005), who revealed that in Rakai, 160 head teachers were either dismissed or demoted because of poor Primary Leaving Examination (PLE) results of 2004, caused by insufficient funding to sustain credible teaching, corroborates this. They were labeled

non-performers. However, according to Alexander (2001), good performance is a combination of very many factors such as financial, material and human resources. The authorities could be right that head teachers were poor managers. However, Alexander et al., (2001), argue that good schools are located in communities that know the value of education, willing to support schools financially, materially, and personnel ensure quality buildings and equipments are provided.

To start a school, a proprietor should have enough money on his/her bank account, all architectural drawings and plans approved by the construction unit of the Ministry of Education and Sports, support and approval from three outstanding local people in the area where the school is to be built. In addition, there should be a head teacher, deputy head teacher and senior woman. Head teachers should be graduate registered teachers and should have a teaching load not exceeding six lessons a week. There must be a reasonably well stocked library manned by a qualified librarian; there should be well-stocked laboratories, there should be a kitchen separate toilets for staff, students and non-teaching staff; play fields, a reliable water supply system, guidance, and counseling services. (Personal communication with the District Inspector of Schools, Mbarara Municipality (July, 2009).

Bray and Packer (1993), noted that for all but the most prosperous in America, the most obvious sources of funding regarding the provision of secondary education is self-generated and saved money and tuition fees paid by students and their guardians. Alexander (1969), observes that a certain prominent community in America had to close its schools before end of the school year because it ran out of different sources of finances to pay bills for school basic needs such as salaries for teachers, water and heating bills.

In European countries especially in Austria, governments subsidize private schools with capitation grants used to establish laboratories (<http://www.nationmaster.com>). This is also true with private schools in India where religious groups like Christian missionaries meet the cost of physical infrastructure developments and maintenance and payment of teachers' salaries. (<http://www.studentindia.com/stu/boarding-school-in-india>)

De Graue (2001), asserts that different sources of finance strengthen schools' capacity to expand in physical infrastructure, pay well teachers and that financial resource constraints are one of the major causes of lack of school supervision in most African countries. He further states that this has multiple implications such as high school/supervisor and teachers/supervisor ratios, which make the workload too heavy and difficult to manage.

O'kane (2005), concurs with this observation and adds that limited sources of finance for schools resulted in more than 200 teachers being redundant in the UK. He reports that a survey carried out by the Workers Union found that employers in England had dismissed 696 teachers. Out of these 237 were laid off because limited sources of finance could not sustain school expansion. Layfield *et al.*, (2003), also state that in Essex, UK, 150 teaching posts were phased out and 30 of these were due to redundancies. 50 were due to limited or no sources of income accruing to the school.

2.2 The Opinions of proprietors, administrators and teachers on sustainability of private secondary Schools

Stakeholders view the sustainability of private secondary schools positively that when there is expansion of school facilities, increase in the

number of students enrolled, qualified, and skilled teachers. Other considerations are the fully equipped science and computer laboratories, library, play fields and sports equipment (Nhundu, 1999). Stakeholders view the above as financial diversification through businesses like rental, contracted training, on campus advertising, corporate sponsorship, and full tuition for foreign students, partial tuition fees for local students, business incubation, sale of goods and services, consultancies, investment of reserves, endowment and conference management (Okumbe, 1998).

It is the feeling of private proprietors that government should again start paying teachers seconded in private secondary schools as it used to do. Government used to pay teachers working in private schools if they were on secondment from the Ministry of Education. Not any more. With the mushrooming of many private secondary schools, the Ministry of Education deemed it prudent to abolish the secondment scheme in 2000. Teachers who had been on secondment to private schools were redeployed to government-aided schools (Ssekamwa, 1997).

After the introduction of Universal Secondary Education (USE) in 2007, government started paying capitation grants for students in selected private schools that had signed memoranda of understanding with it. Although the Government extended this support to private schools, proprietors feel the support is insufficient. Since payment of teacher's salaries, developments of infrastructure like laboratories, libraries and furnishing them, which is more expensive, is still their burden. (Maicibi, 2003).

Many administrators and teachers believe that sustainability of schools greatly depend on their effort to work as a team Opolot & Mulindwa, (As cited in Ssesanga, 2003). These researchers further note that good recommendation in some private schools was the greatest contributor to

job satisfaction among staff. They argue that the level of remuneration should be commensurate with ones experience and level of education if he or she has to perform optimally. Kyamanywa (As cited in Ssesanga, 2003), supports this view and adds that in a situation where lower order needs are not in place, extrinsic rewards tend to shape the level of satisfaction of workers.

Ekomoloit, (2005) observed that stakeholders know that when teachers are demotivated, they might go on strike, reduce their level of commitment and time spent at work and will grumble incessantly. They might even begin to decompaign their schools whenever they meet the parents especially if it leads to reduced student enrollment.

Ssesanga (2003), summarizes the harsh conditions in which teachers in private schools operate at; as low staff pay, inadequate or appalling housing facilities, low or non-existent housing allowance, and high pupil-teacher ratio. In their zest to increase their profit margins, secondary school proprietors often hike school dues and mount aggressive advertisements in a bid to ward off competition and in the process under pay teachers, spend minimally on infrastructure welfare, and exacerbate the poor state of their teachers.

Mc Grath (1972), noted that no private secondary school could sustain itself unless it has well-motivated personnel to achieve its vision. Therefore, adequate salaries and fringe benefits are essential as much as a stable source of capital for the sustenance of private secondary schools (Government White Paper, 1992).

According to the Education Act (2008), private secondary school buildings must be inspected by districts to check whether they conform to the Directorate of Education Standards benchmarks. There must also be a reasonable number of staff housing especially if the school is a boarding one. For it is Boarding schools that pay more to sustain the school's existence. Sustainability of private secondary schools means

following a strategic plan that will keep the school progressively expanding and developing. This entails proper allocation of resources and having a streamlined organizational structure where positioning of personnel is only dictated by ability (Mande, 2006). Many school stakeholders believe that many private entrepreneurs start private schools for commercial purposes (Cage, 1991). To achieve this, proprietors reduce the overhead costs of operation by transferring the burden to parents through charges on textbooks, cement, iron bars, reams of paper, brooms, beds and files in addition to tuition fees (Odeat, 1985).

The Government White Paper (1992), posits that the above provisions should be put in place to sustain continued learning, teaching, growth and expansion. It is mandatory for every private secondary school to be licensed provisionally, for a period of two years before getting fully registered (Education Act, 2008). In such a school, interests of students are put first and schools are not supposed to discriminate against students on the basis of race, tribe, sex, religion and political inclination. This has enabled private schools to growing an environment and sustain existing infrastructure.

The owners of such schools should prepare reports of financial estimates and have their books of accounts managed by qualified bursars who arrange for annual external audit (BRMS, 2001). School stakeholders believe that the bursar is supposed to help proprietors plan for different sources of funds to help run the school. This is not limited to putting up more classrooms, equipping libraries, laboratories, feeding students and paying teachers' salaries.

It is a general belief that teachers should have relevant qualifications in desirable subjects. In addition, they should have adequate physical energy and perseverance, and they should be responsible. They should be endowed with initiative, self-control, decisiveness, sincerity, humor,

loyalty, leadership skills, dignity, confidence, authority, consistency, modesty, self-criticism, orderliness, cleanliness, smartness and clarity (Education Act, 2008). Teachers with such qualities help sustain growth and development of schools and improve their performance through increased student enrolment and enhanced quality grades.

According to Webster (1996). Most private Secondary schools have problems related to financial management and discipline. This has undermined their capacity to make profits and expand.

Tripp (1997). asserts that every Education Institution must have goals. In theory, the main goal of proprietors of private Secondary schools is to maximize owners' economic welfare. To achieve this, schools should earn sufficient money if they are to grow and sustain themselves. It has been noted that some private schools that have high student enrolment charge high fees, dodge taxes, and fetch high returns compared to the finances invested in; this influences their growth and sustenance.

Private secondary schools are supposed to pay tax to Uganda Revenue Authority and like private universities; they face challenges such as changing government policies, curriculum innovations, religious problems, limited funds, HIV/AIDS pandemic and pressure on facilities (Mande, 2006). Some proprietors and teachers believe that these private schools are given buildings free of charge by local government administrations, churches and other organizations, helped them to grow and sustain themselves amidst stiff competition since it reduces unit cost of operation.

2.3 Expectations of private entrepreneurs from their private Secondary schools

There is a general view in the country that there is favorable security in most parts of Uganda (Gray, 2003). In attempts to source for more funds for their private schools from parents and guardians, sometimes school proprietors go too far. Often force is used and many a times even deny students access to some school facilities like libraries, dining hall and educational trips for which the parents and guardians contributed (Bishop, 1985). Entrepreneurs expect parents to pay cash in full at the beginning of a term so that the school runs smoothly.

Gay (2003), states that in the USA some states like Ohio respond to financial resource problems by removing funds meant to provide free meals and medical care to children in public schools who come from poor families.

Blachy (1997), noted that Durham public schools failed to buy the latest computers for their libraries and that quick internet access by students was to be facilitated by their parents. Some private secondary school proprietors when faced with insufficient funding behave unfairly

Layfield et al., (2003), reported that in the UK teaching and support staffs were laid off in some schools because proprietors failed to raise enough money to run their schools. They further state that some schools were preparing to reduce periods on the timetable to have fewer teachers. This implied teacher-learner contact time reduced affecting overall academic attainment.

It is common for private schools to fail to generate enough funds for running their schools and overcharge the parents in order to stay in the business and make profit. In Uganda this is a common phenomenon in Mbarara Municipality for example model Secondary school closed its

operations barely 2 years in existence due to lack of sufficient funds resulting from misuse by school directors, this was true with Asam High school, Nyerere Secondary school, Mujuba High school of recent.

Bach (2002), stated that in Detroit USA both public and private schools planned to reduce a US 100 million dollars budget deficit, a move which was going to affect 6,400 students. Over 1100 teachers were to be laid off at San Diego due to a budget short fall of US \$150 million. The budget deficit forced some school head teachers to step down.

Once parents have paid, entrepreneurs are expected to put in place enough physical infrastructures such as classrooms, libraries, laboratories, dormitories, and latrines so that the school meets the minimum standards (BRMS, 2001).

This is contained in the enabling law put in place by government that all entrepreneurs are expected to benefit from. Such laws, once in place, ensure that standards are maintained and schools that cannot meet these benchmarks are closed and are not allowed to operate at all (Education Act, 2008).

Once standards have been set by the existing laws, entrepreneurs expect teachers to carry out effective teaching while parents are expected to bring children to school, pay school dues, guide and counsel children. In a give and take situation parents expect value for money paid as tuition fees. In schools where value for money is minimal, no effective teaching and learning is seen taking place, parents withdraw students although this encourage proprietors to charge parents highly to overcome finance shortages.

In Uganda, school finance shortfall is bridged by raising tuition fees and often proprietors expect parents and guardians to pay dues in lieu. Nandutu (2005), reports that Makerere University tried to raise tuition fees but parliament rejected the move. Although some parents could

afford high fees rates others do not. Therefore proprietors should not take advantage of lax laws to overcharge parents. At Uganda Christian University, Mukono, which is a private education institution, an attempt, was made by the Foundation body to increase tuition fees but the plan met with stiff resistance from students who threatened to demonstrate for they felt their plight was not taken into consideration before attempting the increment.

Semakula (2005), points out that some school proprietors respond to inadequacy of funds by putting up substandard infrastructure without basic minimum standards for learning. School proprietors expect political support in their localities for such schools provide employment to local voters, market for food items, and development of their areas. No wonder, some community private schools have been established in sub county old premises and on church land and houses in order to cut on costs of operation.

Research indicates that some secondary schools grapple with the challenge of insufficient funds by reducing the number of students wishing to join their institutions (Kabona, 2005). It is not known how some proprietors mobilize funds to establish and own them amidst the same environment where others are failing and closing. Could it be due to business acumen or better managerial capacity? Probably one's conviction is that of the stable source of finance and its proper utilization that encourage school owners to install better facilities, hire best teachers aggressively adverse the existing services and it this path that sustains growth of private secondary schools in Mbarara Municipality.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this investigation, the researcher attempted to analyze the variables related to financing, and sustainability of private secondary schools in Uganda, taking Mbarara Municipality as a case study. This chapter describes the research design, research instruments, targeted population, sample size and sampling techniques. It also addresses procedure for data collection and data analysis.

3.1 Research Design

The study employed a survey design where qualitative and quantitative methods were used. Qualitative research design is a type of design that seeks to describe findings that promote greater understanding of how and why people behave the way they do through gains, insights and understanding of phenomena (Amin, 2005).

The qualitative approach was adopted because it was found to be useful for purposes of internal evaluation and improvement (Borg & Gall, 1989). This approach involved the collection of data in order to test three hypotheses that were generated by the researcher. Quantitative design was used to test the hypotheses using triangulation (Best & Kahn, 1986). Quantitative data generated from the questionnaires for head teachers and teachers were scored and coded. Frequencies and numbers were obtained for use on the chi square test. This statistic was chosen because some data were categorical and drawn from a population distribution in which alterative responses were equal. Care was taken to ensure that scores for both male and female respondents were in

place in order to test the hypotheses which had been stated taking the gender variable into account.

3.2 Target Population of the study

The target population was 18 private secondary schools in Mbarara Municipality and 18 Head teachers, 18 proprietors and 340 respondents. However, it was not possible to include all these categories in the study. Therefore, 14 schools (80%) took part in the study. The criteria for selection were purposive based on the date of registration with the Ministry of Education and Sports. 8 schools or 57.1% were from ten to fourteen years old. Only 1 school was 15 years old; 3 were 0-4 years old. This can be explained as follows; when government introduced the Universal Primary Education (UPE) in 1997, some far sighted people realized that many primary and secondary schools would be needed to absorb the increased enrolment at these levels.

3.3 Sample Size and Sampling Technique

A total number of 209 participants were involved in the study. They comprised 14 proprietors, 14 Head teachers and 181 teachers. This sample size was found adequate and representative of the population (Krejcie & Morgan, 1970). School proprietors (n=14) which included both males (n=12) and females (n=2) were selected using purposive sampling technique. This was because school proprietors have true information about sources of finance to start and manage secondary schools. They were of the age range 36 years + indicating that the majority of proprietors were reasonably old people. The head teachers (n=14) comprised of males (n=8=53%) and females (n=6=47%).

Simple random sampling was used for selecting head teachers. This type of sampling was used because it gives equal chance of selection and

avoids bias; those who were 36 years and above were 3, those whose age ranged from 31-35 were 4, the category comprising 26 – 30 years had 5 people, those who ranged from 20 – 25 were 2.

It would appear therefore that most head teachers are young people fresh from Universities that cannot be absorbed in government grant-aided schools who are not beyond 30 years. Teachers (n=181) comprised of males (n=122) and females (n=59).

Simple random sampling was used for selecting teachers and those in the age bracket of 20 -25 years were 4, those in the range of 2 – 30 were 75 and those in the age range of 31 – 35 were 39. The last category of 36 years plus were 23.

From the information above, most teachers are quite young. Old teachers are comparatively few. As far as academic qualifications are concerned 107 teachers or approximately 59.1% are graduate teachers. 56 teachers or approximately 30 % are diploma holders. 17 teacher are post graduate teachers, 4 teachers are Advanced level certificate holders and only 1 teacher did not indicate his qualification.

Therefore, by and large, the staffing situation in these schools is quite healthy. All the respondents were not all Banyankore, the dominant ethnic group in Mbarara Municipality. Therefore, the extraneous variable of ethnicity was not controlled for (Kaahwa, 2008).

3.4 Instruments

Data collection instruments were used to collect information from the field regarding sources of finance and sustainability of private secondary schools. Data collection instruments in this research included questionnaires and interview guide for three categories of respondents.

3.4.1 Questionnaires

These are self-reporting instruments used for gathering information about variables of interest in an investigation. Both semi-structured and unstructured questionnaires were constructed. They were administered to Head teachers and teachers. Open-ended response questions were constructed to assess opinions, perceptions and feelings independently without prejudice. They also offered greater assurance of anonymity, filled at respondent's convenience.

The close-ended questionnaire was used to collect information about sources of finance and sustainability of private secondary schools. They were based on Guttman's scale of agree and disagree. Close ended questionnaire was used to elicit specific responses which are easy to analyze, and also they are economical in terms of time.

3.4.2 Interviews

This is an oral interaction where the investigator gathered data through direct verbal interaction with participants (Amin et al., 2008). Unstructured interview guide questions were used to capture data from respondents. This method was chosen because it allowed deeper explanations, and free expressions (Oso & Onen, 2005). The guide was used to strengthen the questionnaires and for purposes of triangulation to cross check information obtained from various sources with a view to establish correctness and truth of that information. The reason for this choice was due to some respondents being illiterate and could not read nor write well.

3.5 Validity of Instruments

Content validity Index (CVI) was calculated to establish the strength of the validity of the questionnaires. The CVI was calculated using the following formula.

$$\text{CVI} = \frac{\text{No. of items rated as relevant}}{\text{All items in the questionnaire.}}$$

(Amin, 2005: pp 288).

Three lecturers were independently asked to evaluate each item constructed with respect to its relevance to the objectives and the hypotheses. The content validity Index obtained was 0.86. The 0.86 obtained is greater than the recommended validity for an Instrument (0.7) (Kathuli & Pearls, 1993). Therefore the questionnaire was considered valid and adopted for use in collecting data. Validity of interview guide was established through discussing questions on the interview guide with two of my lecturers and my supervisor to remove any ambiguity on emerging themes.

3.6 Reliability of instruments

A pre-test of the instruments was carried out on 10 proprietors and 10 Head teachers. The researcher tested reliability of the questionnaires using Cronbach's Alpha Reliability Co-efficient to determine whether the results were moderate or high.

$$\alpha = \frac{K}{K-1} \left[\frac{\sum D^2_i}{SD^2_t} \right]$$

Where K = Number of items in the questionnaire

D^2_i = is the Summation Variance for the individual items in the questionnaire

SD^2 is the Variance for all summed items in the questionnaire.

The recommended reliability level is 0.7 (Amin, 2005).

The Cronbach alpha reliability co-efficient was found to be 0.74 for proprietors interview guide and 0.77 for Head teachers Questionnaire which is more than the recommended 0.7.

3.7 Procedure for data collection

The researcher obtained a letter of introduction from Head of Department, Educational Planning and Management, Kyambogo University. The letter was taken to schools where the research was conducted to be allowed to collect data.

The researcher then used the designed instruments for the study to capture data. The instruments were sharpened through a pilot study. The pilot study helped in establishing levels of validity and reliability. Content validity established the strength of items on the questionnaire (Mugenda & Mugenda, 2003). The content validity index was found to be 0.85 and so the questionnaire was found to be valid and hence used in collecting data. (Kathuli & Pearls, 1993).

The validity of the interview guide was established through discussing the questions with the researcher's lecturers and supervisors. As for the reliability of the instruments, a pretest of the instruments was carried out again in a pilot test. The reliability was established using Alpha Reliability coefficient to determine the magnitude of the level. The reliability was 0.79, meaning that it was sufficiently high and safe to use. Quantitative data generated from the questionnaires for head teachers and teachers were scored, coded, and analyzed.

3.8 Data Analysis

Data analysis was carried out using a chi square test. Quantitative data generated by hypotheses was scored and coded. Ranks and percentages were generated and χ^2 (chi-square) test was used to compare the differences between categorical frequencies. The χ^2 for items in the questionnaire was calculated.

$$\chi^2 \text{ obs} = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Where $\chi^2 \text{ obs}$ = chi-square observed

Σ = Summation

f_o = Frequency observed

f_e = Frequency expected

chi-square method was chosen because data is categorical and drawn from a population with a uniform distribution in which all alternative responses are equally likely. Chi-square test was chosen because it is relevant for testing opinions and attitudes coded from responses. Qualitative data was analyzed through content analysis basing on emerging themes from the interview guide. Content analysis was used to analyze data yielded by the interview guide.

3.9 Limitations

The following limitations affected this study.

- Transport -costs in Mbarara Municipality were high. Some private school administrators could not easily divulge information about their financial status and general operations of their schools.

- Weather conditions were not favorable.
- Accommodation was expensive, some regional NGO Workshops are regularly held in Mbarara Municipality and so hotels are ever booked.
- Stationery was very expensive.
- Power supply was unreliable. On some occasions, the researcher had to rely on secretarial points with reliable generators, which are very costly.
- The researcher hired Research Assistants who helped him interview, administer questionnaires and assemble data and these had to be paid using the researcher's scarce resources.
- Computer services were very expensive in Mbarara Municipality. The cost of typesetting and printing each page was high.

3.9.1 Assumptions

It was assumed that respondents would be willing to volunteer information.

The researcher had to get some money to help him conduct the research. No time was lost in proposal preparation, approval, data collection analysis , report writing and presentation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

The concern of this study was to delineate the variables associated with financing, and sustainability of private secondary schools in Uganda, but focusing on Mbarara Municipality. The researcher interacted with proprietors of schools, head teachers and teachers. Two research approaches, namely the qualitative approach and the quantitative paradigm, were used. Results from research questions and hypotheses were matched for purposes of enhancing the validity of the findings and presented objective by objective.

4.1 OBJECTIVE ONE: Sources of finance and influence on the Sustainability of private Secondary schools

The first objective of this study was to identify the sources of finance and influence on the sustainability of private secondary schools in Mbarara Municipality. The findings are shown in Table 1.

Table 1: Sources of Capital for the Growth of Schools

Source of finance	Number	Percentage
School fees	12	86
Donations	2	14
Fundraising from well wishers	1	0.07
Loans from Banks and other financial institutions	5	35
Proprietors' Savings	6	42
Sale of school items e.g. identify cards T-shirts etc.	1	0.07

It can be seen from the table above that 12 respondents out of 15 (86%) indicated that the major source of funding for the growth of private

Secondary schools in Mbarara Municipality is school fees , followed by proprietors' savings 6 out of 15 (42%), loans 5 out of 15 (35%), and donations 2 out of 15 (14%). Fund raisings and sale of school items were ranked very low each 1 out of 15, contributing a paltry (0.07%). These findings show that private Secondary schools heavily rely on tuition fees paid by parents. This probably explains why school fees in these institutions are high. Head teachers perception about source of finance was examined as shown in Table 2.

4.1.1 Table 2: Perceptions of head teachers regarding source of finance for funding private secondary schools.

Gender	High perception	Low perception	Total
Male	3	5	8
Female	4	3	7
			N = 15

The hypothesis formulated to test the data shown above was “There is no difference in the levels of perception of men and women head teachers regarding the source of finance and sustainability of private secondary schools”. A chi square test was used to test this hypothesis and the level of significance or the alpha level chosen was (p=.05).

The findings found $\chi^2_{obs} = 0.58$, $df = (r-1) (c-1)$ (This is a two by two table so the degrees of freedom (df) are determined as shown above.

$$(2-1) (2-1) = 1$$

$\chi^2_{crit} df = 1, p = .05 = 3.84. \chi^2_{crit} = 3.84, df = 1$. Since the observed value is less than the critical value, the hypothesis is retained (accepted) which shows that there is a difference in their perceptions. Therefore, men head teachers perceive the source of finance and sustainability of private secondary schools more positively than women head teachers do.

The study also wanted to establish the role of parents in running these private secondary schools and the responses are shown in Table 3.

Responses from interview guide

4.1.2 Table 3: Role of Parents in running of Schools.

Responsibility	Rank	Number	Percentage
Paying fees	1	9	81
Disciplining children	2	5	36
Guidance and Counseling	3	4	29
Bringing children to school	4	3	21
Attending meetings	5	2	14
Advising Administration	6	1	0.07

The respondents identified six roles parents should play in running schools. It can be seen from the table that 9 respondents out of 15 (81%) felt that the most important role of parents in running schools is the payment of school fees, followed by disciplining children 5 out of 15 (36%) followed by guidance and counseling 4 respondents out of 15 (29%), while 3 respondents out of 15 (21%) felt that bringing children to school was their role.

They regarded advising of the Administration in the running of the schools to be least important (0.07%) and attending meetings (14%). These findings clearly demonstrate that parents' role in the running of private schools are simply that of their parental responsibilities to their children.

To compare these roles, attempt was also made to establish the roles of proprietors of these schools in the running of the school. The findings are presented in Table 4

4.1.3 Table 4: Role of Proprietors in running of private secondary schools

Responsibility	Rank	Number	Percentage
Looking for money for the school	1	9	81
Putting in place enough infrastructure	2	4	29
Ensuring that teachers teach	2	2	14
Developing vision & mission	2	2	14
Appointing school administrators	2	2	14
Management of discipline	2	2	14

Again, proprietors identified six key variables as constituting their roles in the effective running of schools. The most important role was soliciting for funds 9 out of 15 (81.4%), followed by ensuring that there is enough infrastructures in the schools 4 out of 15 (29%).

Developing the vision and mission of the school, appointing school administrators and management of discipline in the school were rated at the same level each being 2 out of 15 (14%).

These findings demonstrate that running of private schools are the sole responsibility of private proprietors especially with regard to finance. The other roles are left to the school administrators. The study also established the roles of the school head teacher in the running of these private schools. The findings are shown in Table 5.

4.1.4 Table 5: Role of head teachers in running of schools

Responsibility	Rank	Number	Percentage
Managing schools	1	9	64
Supervise teaching	2	6	43
Appoint support staff	3	3	21
Accountable to proprietor and community and developing plans Strategic plans	3	3	21
Coordinating stakeholders	5	2	14

Private proprietors as being key in the running of schools identified five variables. The variable ranked highest was management of schools 9 out of 15 (64%), followed by supervision of teaching 6 out of 15 (43%).

Two variables namely appointment of support staff and accountability to proprietors, the community and developing strategic plans were rated equally each 3 out of 15 (21%). The variable of the least importance was the coordination of stakeholders (14%).

These findings indicate that head teachers of these schools were limited to ensuring that schools run smoothly. The fact that these roles are not rated very high, it means that the proprietors indirectly play big roles in school administration in most cases minor decisions head teachers consult proprietors first before any decision can be taken. So any time, private proprietors can take over the roles of head teachers.

The roles of teachers were also established as shown in Table 6.

4.1.5 Table 6: The role of teachers in running of private secondary schools

Responsibility	Rank	Number	Percentage
Teaching	1	13	93
Discipline errant students	2	11	79
Guidance and Counseling	3	2	14
Doing weekly duties	4	1	0.07
Attend seminars and workshops	4	1	0.07

The highest rated variable regarding teachers' role according to the views of proprietors is teaching 13 out of 15 (93%), followed by disciplining students 11 out of 15 (79%), and guidance and counseling 2 out of 15 (14%).

Doing weekly duties and attending seminars and workshops were rated in the same way and very insignificant each 1 out of 15 (0.07%). These findings clearly demonstrate that, unlike in government schools, their major concern is academic excellence, excelling in co curricular like sports so that they attract more students, get more money, expand their infrastructure and increase their popularity.

Private schools have minimal programs to do with personal and professional growth of teachers.

The study also established the roles of the community in running the private secondary schools as shown in Table 7.

4.1.6 Table 7: The role of the community in running private secondary schools.

Responsibility	Rank	Number	Percentage
Giving moral financial & material support	1	5	36
Mobilization & security	1	5	36
Bringing children to school	3	4	29
Good will	4	2	14
Giving advice to pupils	5	2	14

According to the views volunteered by proprietors and basing on the variables they identified, the prime responsibility of the community is giving moral, financial and material support 5 out of 15 (36%) and mobilization of pupils and provision of security accounted for 5 out of 15 (36%).

Bringing children to school was ranked the third, followed by good will and giving advice to pupils each 2 out of 15.

These finding illustrate that private schools have very little relationship with the community other than finance and security and yet they draw resources from the community like manpower, food items, land and students.

Finally, the study also tried to establish the role of government and the findings are shown in Table 8.

4.1.7 Table 8: The role of government in running of private Secondary Schools

Responsibility	Rank	Number	Percentage
Enacting appropriate legislation	1	7	50
Funding of schools	2	6	43
Inspection and supervision	3	3	21
Provision of security	3	3	21
Licensing and registering schools	3	3	21

The proprietors identified five variables as constituting the role of government in running private schools. The most important was putting in place an enabling and appropriate legislation 7 out of 15 (50%), followed by funding 6 out of 15 (43%).

Proprietors felt that inspection of schools; security, licensing and registration of school share equal importance each 3 out of 15 (21%). This study also shows that government role in private schools merely remains at the legislation and regulation level.

With the recently introduced universal secondary education (USE), government role in providing finance has been extended to some private secondary schools which have agreed to cooperate and sign memorandum of understanding in implementation of the policy.

4.2.1 OBJECTIVE TWO

Table 9: The opinions of proprietors, head teachers and teachers on the growth and sustainability of private secondary schools

Opinion	Frequency	Percentage
Increased enrolment	11	35
Competition from others	3	11
Local political leadership	2	6
Performance in Exams	6	20
Financial base of proprietors	7	22
Government partnership	1	3
Government policy on Education	1	3
Total	31	100

It can be seen from the table above that 35% of the respondents opined that school growth and sustainability depends on increased enrolment. This is true in Ugandan case where increased enrolment leads to more increased income, infrastructure and public opinion improves.

The findings put the proprietor's financial base at 22%. For those capable of obtaining huge bank loans or foreign grants, liquidating their assets or from personal savings, a wide financial base is a bench mark for survival of a private secondary school to overcome any short fall and recurrent expenditures.

The above fact was followed by performance in exams where 6 respondents (20%) indicated its importance in growth and sustainability. When final grades are good, it is advertised through the Press and

Print media, more students crave for vacancies for it is the only sure way proceeding to higher levels like Universities.

Least of the findings was competition from other competing schools, where 3 respondents (11%) and local political leadership where 2 respondents (6%) featured insignificantly. Government partnership and policy on education each had 3% response indicating insignificance on how the two above sustained growth of private secondary schools.

4.2.2 Table 10: Opinions of proprietors, head teachers and teachers on the growth and sustainability of private secondary schools.

Gender	High opinion	Low opinion	Total
Male	82	62	144
Female	28	38	66
			N=210

For the data shown above, the following hypothesis was formulated to test them: "Opinions of proprietors, head teachers and teachers on the growth and sustainability of private secondary school do not differ".

Again a chi square test of significance was used to test the hypothesis using 0.5 as the level of significance. The χ^2_{obs} is 3.39 while χ^2_{crit} is 3.84 with $p = 0.05$ and $df = 1$ which means the null hypothesis is accepted. So the opinions of proprietors, head teachers and teachers regarding the growth and sustainability of private secondary schools do not differ significantly.

4.3 OBJECTIVE THREE. Expectations of Entrepreneurs from their Private Secondary Schools

The third objective of the study was to establish the expectations of the entrepreneurs from their private Secondary Schools. The findings are summarized in Table 11.

4.3.1 Table 11: Expectations of entrepreneurs from their private Secondary schools.

Responsibility	Rank	Frequency	Percentage
Increased income/revenues/wealth	1	10	71
Creation of public image and popularity	2	6	43
Creation of employment	3	5	36
Achievement of personal goals	4	3	21
Maintenance of families	5	1	7

Respondents identified 5 variables as constituting expectations of entrepreneurs from their private secondary schools.

The most important was increased personal incomes / revenues and accumulation of wealth which constituted 10 out of 14 respondents (71%). This was because proprietors regard their secondary schools as commercial entities that generate profit a reason why they charge students and parents high tuition, and non-monitory items like reams of papers, desks, Decker, slashers, text books to lower costs of operation.

Creation of a good public image/popularity was true because well managed, performing schools with high population is what proprietors yarn for, this accounted for 43 % of respondents and stable staff. Creation of a good employment ranked third with 5 out of 14

respondents (36%). This was followed by achievement of personnel goals with three out of 12 respondents (21%). The variable of the least importance was maintaining their families with 1 out of 14 respondents (7%).

These findings are in agreement with the findings of Kaahwa , (1993) that the centre stage of school establishment relies on future revenue outcomes. A probable reason why in Mbarara Municipality some schools closed their operations due to lack of sufficient returns for private proprietors.

4.3.2 Table 12: Expectations of entrepreneurs from their private Secondary schools.

Gender	High expectations	Low expectation	Total
Male	2	5	7
Female	4	3	7
			N=14

The data shown above were used to test the following hypothesis:

“There is no difference between male and female entrepreneurs regarding expectations from stakeholders on the growth and sustainability of private secondary schools”. A chi square test was used to test the hypothesis and the alpha level chosen was .05 level of significance. The χ^2 (observed) = 1.05, χ^2 Critical, df = 1, = 3.84. Since χ^2 observed < χ^2 critical, accept the Null hypothesis (Ho). Therefore, male and female entrepreneurs’ expectations from stakeholders on the growth and sustainability of private secondary schools do not differ significantly.

It is no wonder therefore that, since 86% of respondents indicated school fees as major source of income for funding private secondary schools, private proprietors are likely to continue increasing fees charged on the students and or request parents to pay in kind so as to sustain growth of these schools. Therefore there is a dire need for the government to come in and protect parents from exploitation through legislation.

Again opinions of proprietors, head teachers and teachers give strength to the fact that 35% of respondents concurred that growth and sustainability of private secondary schools depended on increased enrolment since the majority reflected the positive impact as a way of enhancing growth and sustainability. Management problems, discipline and diseconomies of large enrolment tend to undermine the positive gains.

70% of proprietors agreed that the main force that drives them to establish private secondary schools was profit/wealth. These findings are in agreement with the fact that some schools had closed due to failure raise students who could pay fees to sustain teachers.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This study was an attempt to unearth and analyze variables related to financing, and sustainability of private secondary schools in Mbarara Municipality. It was deemed necessary to use two research paradigms, namely qualitative research and quantitative approach.

Three research questions to test the variables were formulated and to ensure the highest form of validity of results possible, the researcher formulated three hypotheses matching with the research questions.

5.1 DISCUSSIONS

5.1.1 Finance as an influence on the sustainability of

Private secondary schools

It was observed in this study that private secondary schools in Mbarara Municipality obtain their funds through school fees and loans, which contribute 86% and 35% respectively. This was due to as a result of increased investment in education by private investors. This explains why in most private secondary schools tuition fees is always high so as to cater for daily school needs, pay teachers, buy furniture, food and other items. It was also discovered that some proprietors requested parents to pay in kind like beans, maize, heaps of firewood so as to reduce operational costs.

In response to proprietors' savings, 6 (42%) pointed out that it is the meager savings that could initially start school operations but due to its insufficiency schools fail mid way. A reason why they resort to bank loans and borrowings that accounted for 5 responses (35%).

These responses are in agreement with Campbell, Nystrand and Usdan (1985), assertion that the extent and quality of school program elements are directly related to the amount of money expended- lack of money prohibits desirable programs.

On the other hand, the fact that some items in the instrument attracted minimal responses like fundraisings from well wishers 1 (0.07%) underscores the priority proprietors put in them to raise finance to start schools.

This is probably due to apathy and also the sale of identity cards and T-Shirts to students cannot generate formidable resources to influence its growth since it comes in bits; it can not pay teachers neither could it put up a classroom block. The fact that items in the instrument accepted the hypothesis indicates a difference in perception of male head teachers positively than their counterpart female head teachers.

When Liberalization of Uganda's economy took place and after the declaration of Universal Primary Education (UPE) in 1997; parents were asked to cost share. School charges like tuition fees became the centre stage that spurred infrastructural development something that stimulated the growth of private investment in education, where after the declaration of UPE in 1997 a number of entrepreneurs started investing in constructing primary and secondary schools to cater for increased demand of education.

The mushrooming of these educational institutions in Uganda also lends credence to Meisinger (1994), who observed that between 1977 to 1990's the world experienced economic recession which led to the establishment of many schools, thus offering an alternative to government grant aided schools. Campbell et al., (1985), noted that financial resources affect

school activities; that inadequate funds sometimes lead to larger classes for teachers, ill equipped library, inadequate instructional supplies, poor building construction, inadequate guidance and health services and hiring of poorly trained teachers and administrators.

These findings are corroborated by World Bank (2003), findings which indicated that in Malawi, development of education was a function of demographic conditions and microeconomic bench marks.

The study reveals that throughout the 1990's Malawi's economy grew by 3% or less than 1% above population growth and that of per capita income of US\$175 in 2001. This means Malawi remains one of the poorest countries in the world. The study further revealed that poverty affected Malawi's investment in education and knowledge in such a way that even after the declaration of its Universal Primary Education in 1994, parents were asked to cost share.

Indeed it was noted that inadequate funding exerted a negative influence on the academic performance of the private schools in Mbarara Municipality and of their general administration. Coupled with this, some schools hired inadequately trained teachers. In this study the researcher found that four untrained teachers (Advanced level leavers) without any further training were actively teaching. Although there is a high rate of graduate teachers in these schools (59.1%) the fact is that some untrained teachers are employed lends support to Campbell *et al's* (1985), observation that untrained teachers will always be found in schools teaching even when there is surplus of trained teachers looking for jobs.

Further, the researcher noted that facilities in the schools such as buildings, guidance and counseling services and health services were

wanting. These observations also support the findings of Bishop (1985) who showed a relationship between source of finance and school activities, Okello and Ochieng (1996), who asserted that implementation of curriculum requires a lot of money.

Lack of adequate funding cannot allow private secondary schools attract and retain good teachers (Webb, Gree, Montello, and Norton (1987).

Keith (2006), observed that, schools without enough finance can not provide quality education since it affects the quality of the teachers and effectiveness of head teachers.

The above case was true in Mbarara Municipality private secondary schools, where classes were found congested with inadequate furniture poor lighting systems and insufficient instructional materials and yet proprietors complained of lack of a regular flow of the only major source of their capital tuition fees.

Conclusion

It can therefore be concluded that, payments of tuition fees still holds the future of private secondary schools since it emerged as the main source of finance to make schools grow and lack of sustainable finance limited desirable school programs.

5.1.2. Opinions of proprietors school administrators and teachers on the sustainability of private secondary schools

It emerged from this study that 11% of respondents (35%) indicated that private secondary schools get funding through increased enrolment. When more students enroll, they pay more, income to proprietors increase. This is true in Mbarara Municipality where schools with large enrolment are considered rich in terms of facilities, paying well its teachers and teaching its obligations.

This was followed by financial base of proprietors 7 (22%) proprietors with a strong and rich bank accounts, with donations, grants to start schools, manage them well. The opinion is that they can afford any expenditure of infrastructural expansion, venturing where other proprietors fear like introducing computer laboratories, cyber science centers with internet connections and cyber science programs. Stake holders believe that good performance in exams 6 (20%) help schools to project their image through news print thus attract more students.

When grades are good, parents wish to identify education of their children with such schools helping them to grow in income because they are willing to pay any cost. Competition from other private secondary schools contributed three (11%). When private schools neighbour each other as the case in Mbarara Municipality, they start stiff competition for students, space, superiority especially in academics, management, teachers, infrastructure even instruction. This entices others to improve service if they are to survive competition. Local political leadership 2 (6%), government partnership 1 (3%) and government policy on education insignificantly influenced schools growth and sustainability.

A hypothesis was tested on the items; the Null hypothesis accepted, implying that opinions of proprietors, head teachers and teachers regarding growth and sustainability of private schools did not differ significantly. It emerged from this study that 14% of respondents indicated that private secondary schools in Mbarara Municipality get funding through donations. This observation tallies with Okumbe (1998), who noted that some private schools obtain grants from foreign donors and other interested agencies establish a strong base, out compete others in enrolment.

Entrepreneurs of private secondary schools construct the schools because of monetary gain, which they expect to accrue to them. This view is supported by Cage (1991), and Odaet (1983), who argued that the entrepreneurs achieve this by transferring the burden to parents by charging money on some items needed in their schools on top of requesting parents to pay in kind like bringing reams of papers, bags of cement, text books, decker beds, brooms, slashers as if parents are share holders.

Teachers in private secondary schools 79% identified the disciplining variable as one of the factors crucial in running schools. This is somewhat related to the findings of Webster (1996) who among other things pointed out that most secondary schools have problems with discipline.

Proprietors in Mbarara Municipality private secondary schools were aware of the fact that one of the things that can make their schools prosper is motivated personnel especially teachers who could help administrators to manage discipline through constant meetings with student leaders, staff meetings, class meetings and handling discipline case by case.

Mc Grath (1972), and Ssesanga (2003), who asserted that well-behaved students work and study in groups are motivated to excel and act as role models support this. This assertion develops school discipline culture hence encouraging parents to enroll in such schools. A phenomenon that was observed in Mbarara municipality private schools.

It can be summed up that sustainability of private secondary schools hinges on increased enrolment for it maximizes school infrastructure, resources hence growth.

Objective three.

5.1.3 Expectations of Entrepreneurs from their Secondary Schools

This objective was tested on five variables; the chi-square test accepted the hypothesis. This implies that expectations of entrepreneurs from private secondary schools do not differ significantly. The results collaborated the views of teachers and head teacher's responses during the interview interaction. For example when teachers and head teachers were asked what proprietors expect from private schools, 70% indicated increased incomes and profits.

It emerged from the study that 10 out of 14 respondents (71%) indicated increased revenue wealth as a major expectation of entrepreneurs from private secondary schools. This is probably true in Mbarara Municipality where some rich businessmen think investment in private secondary schools brings quick returns only to be disappointed when their schools fail to break-even, close down operations to the disappointment of parents and students. This is corroborated by Blachy (1997), who noted that Durham public school failed to buy the latest computers for their libraries and chose to transfer the burden of quick internet services accessed by students to their parents.

Creation of public image and popularity accounted for 6 out of 14 (43%) ranked second. This scenario is probably true, proprietors put up magnificent tall buildings, paint shining colors, strategically locate them near main roads, streets, purchase executive bases and label them, plant a variety of tree shades in their compounds

creating an impressive scenery in addition to aggressive persuasive advertisements.

Creations of employment , 5 out of 14 (36%) respondents indicated how big private schools employ up to 70 teachers , a list of support staff and administrators. This probably explains why the government supports efforts of private investors in education to help it reduce unemployment of qualified teachers that can not be absorbed in government aided schools.

Some private schools have produced the best school administrators, teaches out competing government aided schools, no wonder some of them are normally recruited by Ministry of Education and Sports into their schools. Few indicated achievement of personal goals, 3 out of 14 (21%) as a major expectations of entrepreneurs from private schools. This is probably due to the fact the once high incomes , wealth and profits have been achieved, personal goals are hence achieved. The last expectation, maintenance of families , 1 out of 14 (7%) was insignificant because it goes with increased wealth.

In this study, it was found that female and male entrepreneurs have similar expectations from stakeholders especially parents. Entrepreneurs were found to continue increasing tuition termly, introducing other non-monitory items on the fees bills to reduce their costs of operations thus reaping profits. But the fees demanded by their schools are sometimes too high.

Entrepreneurs expected and were getting a huge portion of their funding from private sources from parents in form of fees just as Bray and Paker (1993), noted that funding for similar schools was mainly provided for by parents and guardians. In some cases, proprietors do not equip the schools adequately as Blachy (1997), noted that Durham public school failed to buy the latest computers for their

libraries and chose to transfer the burden of quick internet services accessed by students to their parents.

Bach (2002), noted a similar scenario in the USA where parents were asked to contribute towards classroom heating costs. Entrepreneurs expected and were getting a huge chunk of their funding from private sources from parents in form of fees just as Bray and Paker (1993), noted that parents and guardians mainly provided funding for similar schools.

It was discovered that these private schools lack facilities such as laboratories, libraries, textbooks. This observation confirms Yiga (1992), revelation that these facilities are lacking in many schools in Uganda both urban and rural.

5.2 Conclusion

The aim of this study was to examine the source of financing, and sustainability of private secondary schools, taking Mbarara Municipality as a case study. From the findings, the conclusions are drawn as follows:

1. It emerged from the study that school fees contributed by parents and guardians contributed the bulkiest source of funding to all privately owned secondary schools. The entrepreneurs were not receiving adequate financial support and tended to run the schools as profit generating ventures. Male teachers tended to perceive source of finance and sustainability of private secondary schools more positively than women head teachers. Lack of empowerment by women can be implicated as the cause for this unhealthy development.

The key variable in the running and sustenance of schools is adequate funding. All proprietors in the schools visited by the researcher understood and appreciated the crucial role played

by funding secondary schools. The proprietors therefore need to take up this issue seriously in order to generate funds, even buy books and laboratory equipment for their schools.

2. The opinion of proprietors , head teachers and teachers regarding the growth and sustainability of the private secondary schools did not differ significantly. It was discovered that increased student enrolment was perceived most to lead to growth and sustenance of private secondary schools. Equally satisfying , was the consensus that the major expectations of entrepreneurs from private secondary schools was increased income and wealth.

Third hypothesis concluded that expectations from stakeholders in the growth and sustainability of private schools did not differ significantly. This too should be natured. Surprisingly, stakeholders did not rate the role of guidance and counseling highly, focusing instead mainly in teaching, discipline. There is great need therefore for entrepreneurs, school administrators and teachers to stress and seriously practice guidance and counseling. These services have never been more crucial there can therefore be no doubt that in order for the private secondary schools in Mbarara Municipality to grow, prosper and sustain themselves, they must be funded optimally and the collective views of all stakeholders should be harmonized. The role and contribution of female stakeholders should be sorted out with a view to bridge gender disparity noted.


5.3 Recommendations

Basing on the findings of this study, the following recommendations can be made:

1. Private secondary schools should plan to generate more funds for their sustenance and improvement through varying their sources of finance.
2. The government of Uganda should inject more funds in the private education sector and sign more understanding agreements with private proprietors a sure way of close monitoring of their operations and adherence to basic requirements and minimum standards, rationalize optimal use of resources.
3. Ministry of Education and Sports should ensure that private proprietors do not over exploit the parents and students through overcharging unreasonable tuition and demanding for items in kind. This could be done through legislation and regular sensitization of private head teachers association.
4. Head teachers should encourage guidance and counseling to proprietors, parents and students. This may help to change attitude people have towards private secondary schools so that more students could be admitted and enrolled. This could help schools grow.
5. For private proprietors to generate more wealth from their schools, they should initially invest more in good quality infrastructure, be more efficient in school management, maximize returns, emphasize effective

teaching. This will increase students enrollment, who will in turn pay more since there is value for money paid as tuition fees.

6. For private proprietors to generate more wealth from their schools, they should initially invest more in good quality infrastructure, design efficient management systems to maximize returns through effective teaching. This will attract high enrollment since there will value for money paid as tuition fees.
7. Finally, it is recommended that other studies related to this one should be carried out. One can, for instance, embark on a similar study for primary schools or even for government aided secondary schools in Mbarara and elsewhere.



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Your Ref:

Date: 23rd September, 2009


TO WHOM IT MAY CONCERN

This is to certify that **MR. MUGUME BAHWITIMA STEPHEN** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic.

FINANCING, GROWTH AND SUSTAINABILITY OF PRIVATE SECONDARY SCHOOLS IN UGANDA: A CASE STUDY OF MBARARA MUNICIPALITY

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Yours faithfully


EDITH MBABAZI
HEAD OF DEPARTMENT

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APPENDIX I

INTERVIEW GUIDE FOR PRIVATE SCHOOL PROPRIETORS

Dear Respondent,

This interview guide is designed to find out financing growth and sustainability of private secondary schools in Mbarara Municipality. Kindly provide information.

Tick the number of your choice.

SECTION A

1. Sex of respondent
 1. Male
 2. Female
2. Age of respondent
 1. 20-25 years
 2. 26 – 30 years
 3. 31-35 years
 4. 36 - and above.
3. Type of a school
 1. Purely private
 2. Private partnership with Government
4. For how long has your school existed?
 1. 0 – 4 years
 2. 5 – 9 years
 3. 10 -14 years
 - 15 years and above

SECTION B

Fill in the space provided below

5. What are the sources of capital for the growth of your school?

.....
.....
.....
.....

SECTION C

6. In your view what should be the role of the following stakeholders in the running of your school?

Parents

.....
.....
.....

Proprietors

.....
.....
.....

Head teachers

.....
.....
.....

Teachers

.....
.....
.....

Communities

.....
.....
.....

Government

.....
.....
.....

SECTION D

7. In what ways have proprietors benefited from growth of this school?

.....
.....
.....

6. Total school enrolment
1. 0 – 100 students
 2. 101 – 500 students
 3. 501 – 1000 Students
 4. More than 1000 students
7. **Staff enrolment**

Status	0 – 20 teachers	21 – 40 teachers	41 – 60 teachers	More than 60 teachers	Total
Full time					
Part time					
Total					

SECTION B

Section B, C and D Tick the correct number/abbreviation

- A - Agree
DA - Disagree

SOURCES OF FINANCE AND SUSTAINABILITY OF PRIVATE SECONDARY SCHOOLS

1. Proprietors/foundation bodies' savings are not responsible for the growth of private secondary schools
 1. A
 2. DA
2. Acquired loans do not encourage growth sustainability of private secondary schools.
 1. A
 2. DA
3. Donations, fundraising are not used to make private schools grow and become sustainable
 1. A
 2. DA
4. Bursaries of students do not help private secondary schools to grow and become sustainable.

- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|
5. Private schools projects activities are not used to generate income to encourage schools to grow and become sustainable.
6. Tuition fees are not used in the growth sustainability of private secondary schools.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|
7. Physical contributions of parents like scholastic materials, iron bars, cement have not helped private secondary schools to grow.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|

SECTION C

OPINIONS OF PROPRIETORS, ADMINISTRATORS AND TEACHERS ON GROWTH AND SUSTAINABILITY OF PRIVATE SECONDARY SCHOOLS

8. Increased enrolment of students lead to growth and sustainability of private secondary schools.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|
9. Competition from other private education providers encourage the growth of private secondary schools.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|
10. Local political leadership encourage growth and sustainability of private secondary schools.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|
11. Performance in National Examinations lead to the growth and sustainability of private secondary schools.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|
12. Financial base of the proprietors is responsible for the growth and sustainability of private secondary schools.
- | | |
|------|-------|
| 1. A | 2. DA |
|------|-------|

13. Government, school administration partnership is responsible for the growth and sustainability of private secondary school.

1. A

2. DA

SECTION D

EXPECTATIONS OF ENTREPRENEURS FROM STAKEHOLDERS ON THE GROWTH AND SUSTAINABILITY OF PRIVATE SECONDARY SCHOOLS.

15. Entrepreneurs expect parents to pay fees in time to make schools grow.
 1. A
 2. DA
16. Entrepreneurs expect stakeholders to help in maintaining discipline of students.
 1. A
 2. DA
17. Entrepreneurs expected the government to put in place enabling law to encourage private schools to grow.
 1. A
 2. DA
18. Entrepreneurs expect teachers to help school administration through effective teaching and learning process.
 1. A
 2. DA
19. Entrepreneurs expect parents to help in putting up physical infrastructure.
 1. A
 2. DA

5. Private schools projects activities are not used to generate income to encourage schools to grow and become sustainable.
1. A 2. DA
6. Tuition fees are not used in the growth sustainability of private secondary schools.
1. A 2. DA
7. Physical contributions of parents like scholastic materials, iron bars, cement have not helped private secondary schools to grow.
1. A 2. DA

SECTION C

OPINIONS OF PROPRIETORS, ADMINISTRATORS AND TEACHERS ON GROWTH AND SUSTAINABILITY OF PRIVATE SECONDARY SCHOOLS

8. Increased enrolment of students lead to growth and sustainability of private secondary schools.
1. A 2. DA
9. Competition from other private education providers encourage the growth of private secondary schools.
1. A 2. DA
10. Local political leadership encourage growth and sustainability of private secondary schools.
1. A 2. DA
11. Performance in National Examinations lead to the growth and sustainability of private secondary schools.
1. A 2. DA

12. Financial base of the proprietors is responsible for the growth and sustainability of private secondary schools.
1. A 2. DA
13. Government, school administration partnership is responsible for the growth and sustainability of private secondary schools.
1. A 2. DA
14. Government policy on education favour growth and sustainability of private secondary schools.
1. A 2. DA

SECTION D

EXPECTATIONS OF ENTREPRENEURS FROM STAKEHOLDERS ON THE GROWTH AND SUSTAINABILITY OF PRIVATE SECONDARY SCHOOLS

15. Entrepreneurs expect parents to pay fees in time to make schools grow.
1. A 2. DA
16. Entrepreneurs expect stakeholders to help in maintaining discipline of students.
1. A 2. DA
17. Entrepreneurs expected the government to put in place enabling law to encourage private schools to grow.
1. A 2. DA
18. Entrepreneurs expect teachers to help school administration through effective teaching and learning process.
1. A 2. DA
19. Entrepreneurs expect parents to help in putting up physical infrastructure.
1. A 2. DA

APPENDIX IV
CHI-SQUARE CALCULATIONS

- (i) Test the Null hypothesis at .05 level of significance that there is no difference in perception of men and women head teachers regarding source of capital and growth of private secondary schools.

Male	(3.73 3	(4.26 5	8	8
Female	(3.26 4	(3.73 3	7	7
				15

To obtain expected frequency in a 2 x 2 table:

$f_e = \frac{\text{Raw marginal total} \times \text{column marginal total}}{\text{any cell}}$

			Grand total
Male - high	=	$\frac{8 \times 7}{15} = \frac{56}{15}$	= 3.73
Male - low	=	$\frac{8 \times 8}{15} = \frac{64}{15}$	= 4.26
Female - high	=	$\frac{7 \times 7}{15}$	= 3.26
Female - low	=	$\frac{7 \times 8}{15}$	= 3.73

$$\chi^2_{\text{obs}} = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$\begin{aligned}
&= \frac{(3 - 3.73)^2}{3.73} + \frac{(5 - 4.26)^2}{4.26} + \frac{(4 - 3.26)^2}{3.26} + \frac{(3 - 3.73)^2}{3.73} \\
&= \frac{.53}{3.73} + \frac{.55}{4.26} + \frac{.55}{3.26} + \frac{.53}{3.73} \\
&= 0.14 + 0.13 + 0.17 + 0.14 \\
&= 0.58
\end{aligned}$$

$$\begin{aligned}
\chi^2 \text{ obs} &= 0.58, \text{ df} = (r - 1) (c - 1) \\
&= (2 - 1) (2 - 1) = 1
\end{aligned}$$

Since $\chi^2 \text{ obs} < \chi^2 \text{ critical}$,

Accept the H_0

So men head teachers perceive the source of capital and growth of private secondary schools more positively than women head teachers.

- (ii) Test the Null hypotheses at .05 level of significance that opinions of proprietors, head teachers and teachers regarding the growth and sustainability of private secondary schools do not differ.

	High option	Low option	
	(75.43	(68.57	
Male	82	62	144
Female	(34.57	(3.43	66
	28	3	
			210

$$f_e = \frac{\text{Row marginal total} \times \text{column marginal total for any cell}}{\text{Grand total}}$$

Grand total

$$\begin{aligned} \text{Male - high} &= \frac{144 \times 110}{210} \\ &= 75.43 \end{aligned}$$

$$\begin{aligned} \text{Male - low} &= \frac{144 \times 100}{210} \\ &= 68.57 \end{aligned}$$

$$\begin{aligned} \text{Female - high} &= \frac{66 \times 100}{210} \\ &= 31.43 \end{aligned}$$

$$\begin{aligned} \text{Female - low} &= \frac{66 \times 110}{210} \\ &= 34.57 \end{aligned}$$

$$\chi^2 \text{ obs} = \frac{\sum [(f_o - f_e)^2]}{f_e}$$

$$= \frac{(82 - 75.43)^2}{75.43} + \frac{(62 - 68.57)^2}{68.57} + \frac{(28 - 34.57)^2}{34.57} + \frac{(38 - 31.43)^2}{31.43}$$

$$= \frac{6.572}{75.3} + \frac{-6.43^2}{68.57} + \frac{-5.43^2}{34.57} + \frac{6.57^2}{31.43}$$

$$= 0.57 + .60 + 0.85 + 1.37$$

$$= 3.39$$

$$\chi^2 (\text{obs}) = 3.39, \text{ df} = (r - 1) (c - 1)$$

$$= (2 - 1) (2 - 1)$$

$$= 1$$

$$\chi^2 \text{ critical (df} = 1, p = 0.05) = 3.84$$

Since $\chi^2 \text{ obs} < \chi^2 \text{ critical}$,

Accept the H_0

So opinions of proprietors, head teachers and teachers regarding the growth and sustainability of private secondary schools do not differ.

(iii) Test the Null hypothesis at .05 level of significance that male and

female expectations from stakeholders on the growth and sustainability of private schools do not differ.

	High	Low	Total
Male	(3 2	(4 5	7
Female	(3 4	(4 3	7
			N = 14

f_e = Row marginal total x column marginal total

$$= \text{Male high} = \frac{7 \times 6}{14} = \frac{42}{14} = 3.0$$

$$\text{Male low} = \frac{7 \times 8}{14} = \frac{56}{14} = 4.0$$

$$\text{Female low} = \frac{7 \times 6}{14} = \frac{42}{14} = 3.0$$

$$\chi^2_{\text{obs}} = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$= \frac{(2 - 3)^2}{3} + \frac{(5 - 4)^2}{4} + \frac{(4 - 3)^2}{4} + \frac{(3 - 4)^2}{4}$$

$$\begin{aligned}
&= 1/3 + 1/4 + 1/4 + 1/4 \\
&= 0.33 + 0.25 + 0.25 + 0.25 \\
&= 1.08
\end{aligned}$$

$$\chi^2 \text{ (obs)} = 1.08$$

$$\begin{aligned}
\chi^2 \text{ critical (df = (r - 1) (c - 1))} \\
&= (2 - 1) (2 - 1) \\
&= 1
\end{aligned}$$

$\chi^2 =$, with (r-1) (c-1) degrees of freedom

Critical, df = 1, p = 0.05 = 3.84

Since $\chi^2 \text{ obs} < \text{critical } \chi^2 \text{ critical}$

Accept H_0

Therefore male and female entrepreneurs expectations from stakeholders on the growth and sustainability of private school do not differ.

APPENDIX V

Calculation of validity instrument (Proprietors questionnaire)

$$\text{CVI} = \frac{\text{Number of items as relevant}}{\text{Total number of items set on the questionnaire}}$$

Rates	Relevant	Not relevant	Total
Rater 1	18	3	21
Rater 2	17	4	21
Rater 3	19	2	21
Total	54	9	63

$$\frac{54}{63} = 0.86$$

APPENDIX VI

Calculation of validity of instrument (CVI) (Head teachers questionnaire)

$$\text{CVI} = \frac{\text{Number of items as relevant}}{\text{Total number of items set on the questionnaire}}$$

Rates	Relevant	Not relevant	Total
Rater 1	18	3	21
Rater 2	17	4	21
Rater 3	19	2	21
Total	54	9	63

$$\frac{54}{63} = 0.86$$

APPENDIX: VII

RESPONSES FROM 10 PROPRIETORS TO 21 ITEMS IN THE QUESTIONNAIRE

ITEM PROP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	X	\bar{X} X-X	\bar{X} (X-X)
1	2	4	1	1	5	2	4	2	2	4	2	2	2	2	2	4	2	1	4	1	2	51	3.5	12.2
2	3	2	1	1	1	1	1	2	2	1	1	2	2	2	2	1	1	4	2	2	5	39	-8.5	72.2
3	2	2	2	2	2	2	2	4	2	2	5	2	2	2	2	2	2	1	2	2	1	45	-2.5	6.25
4	1	2	1	2	2	2	2	4	2	2	2	2	2	2	2	2	2	1	2	2	1	39	-8.5	72.2
5	2	2	2	4	3	2	2	2	2	2	2	2	2	4	2	3	2	3	4	2	2	53	5.5	30.2
6	4	4	1	1	2	5	4	2	4	2	4	2	4	2	2	4	2	1	4	1	2	55	7.5	56.2
7	2	2	4	2	3	2	2	2	2	4	2	2	2	4	2	3	1	1	1	2	2	47	-0.5	0.25
8	2	2	3	1	2	2	2	2	2	2	2	3	2	2	2	1	5	2	2	2	3	48	0.5	0.25
9	5	4	2	4	2	2	2	4	2	2	2	4	4	1	2	2	2	2	2	2	2	54	6.5	42.2
10	2	2	1	2	4	2	2	5	2	4	1	1	1	2	1	2	2	2	2	2	2	44	-3.5	12.2
X	25	26	18	20	28	22	23	29	22	25	20	25	23	23	19	24	21	18	18	22	22	475		304.
\bar{X}	2.5	2.6	1.8	2.0	2.8	2.2	2.3	2.9	2.2	2.5	2.0	2.5	2.3	2.3	1.9	2.4	2.1	1.8	1.8	2.2	2.2	47.5		
S.D ² i	12.5	8.4	10	13	13.6	9.6	8.1	12.9	3.6	10.	6	12.	8.1	8.1	0.9	10.	10.	9.6	1.6	11.	11.	192		
										5		5				4	9			6	6			

X = Total

\bar{x} = Mean

\bar{X} = Grand mean

\bar{X} = 47.5

$\sum SD^2i = 192$

Calculation of the Crombach's Alpha coefficient for Proprietors.

$$\sum SD^2i = \frac{192}{21} = 9.14$$

$$SD^2t = \frac{304.5}{10} = 30.45$$

K = 21

$$\alpha = \frac{K}{K-1} \left(\frac{1 - \sum D^2i}{SD^2t} \right)$$

$$\frac{\alpha=21}{21-1} \left(\frac{1 - 9.14}{30.45} \right)$$

$$= \frac{21}{20} \left(1 - 0.30 \right)$$

$$\alpha = 1.05 \times 0.70$$

$$\alpha = 0.74$$

where:

α = Alpha reliability coefficient

K = Number of items included in the instrument and K should be greater than one.

$\sum SD^2_i$ = Sum of variance of individual item

SD^2_t = Variance of all items in the instruments.

APPENDIX: VIII

RESPONSES FROM 10 HEAD TEACHERS TO 21 ITEMS IN THE QUESTIONNAIRE

ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	X	$\bar{X} - X$	$(X - \bar{X})^2$
H/TRS																								
1	2	1	1	1	2	2	4	2	2	4	2	2	2	2	2	4	2	1	4	1	2	45	0.40	0.16
2	3	2	1	1	1	1	1	2	2	1	1	2	2	2	2	1	1	4	2	2	5	39	-6.78	45.96
3	2	2	2	2	2	2	2	4	2	2	2	5	2	2	2	2	2	1	2	2	1	45	0.40	0.16
4	1	2	1	2	2	2	2	4	2	2	2	2	2	2	2	2	2	1	2	2	1	39	-8.5	455.1
5	2	2	2	4	3	2	2	2	2	2	2	2	4	4	2	3	2	3	4	2	2	54	-6.72	65.76
6	2	1	1	1	2	5	4	2	4	2	4	2	2	2	2	4	2	2	4	1	2	51	8.11	26.16
7	2	2	4	2	3	2	2	2	2	4	2	2	2	4	2	3	1	1	1	2	2	47	5.12	2.56
8	2	2	3	1	1	2	2	2	2	2	2	3	2	2	2	1	5	2	2	2	3	45	1.60	0.16
9	2	4	2	4	2	2	2	4	2	2	2	4	4	1	2	2	2	2	3	2	2	50	-0.40	17.96
10	2	2	1	2	2	2	2	5	2	4	1	1	1	2	1	2	2	2	2	2	2	42	4.24	14.56
X	20	18	18	20	20	22	23	29	22	25	20	25	23	23	19	24	21	18	25	18	22	454		218.6
\bar{X}	2.0	1.8	1.8	2.0	2.0	2.2	2.3	2.9	2.2	2.5	2.0	2.5	2.3	2.3	1.9	2.4	2.1	1.8	2.5	1.8	2.2	45.4		
S.D ²	2	1.6	6.6	9	3.0	6.6	7.1	8.9	3.6	7.5	4	9.5	6.1	6.1	0.9	8.4	6.9	7.6	7.5	1.6	8.6	123.1		

X = Total

\bar{x} = Mean

\bar{X} = Grand mean

\bar{X} = 45.4

$\sum SD^2i = 123.1$

Calculation of the Crombach's Alpha coefficient for head teachers

$$\sum SD^2i = \frac{123.1}{21} = 5.86$$

$$SD^2t = \frac{218.6}{10} = 21.9$$

K = 21

$$\alpha = \frac{K}{K-1} \left(\frac{1 - \sum D^2i}{SD^2t} \right)$$

$$\alpha = \frac{21}{20} \left(\frac{1 - 5.86}{21.86} \right)$$

$$\alpha = 1.05 \times (1 - 0.27)$$

$$\alpha = 1.05 \times 0.73$$

$$\alpha = 0.77$$

where:

α = Alpha reliability coefficient

K = Number of items included in the instrument and K should be greater than one.

$\sum SD^2_i$ = Sum of variance of individual item

SD^2_t = Variance of all items in the instruments.

APPENDIX IX

SAMPLE SIZE(S) REQUIRED FOR THE GIVEN POPULATION SIZES (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	500	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	10000	384

Source: R.V.Krejcie and D.W.Morgan (1970), Determining sample size for research activities.